DOCUMENT RESUME

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IDENTIFIERS	*Project CHILD

ABSTRACT

Presented is the ninth of 12 instructional kits, on student monitoring techniques, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for three performance objectives, a listing of the performance objectives (such as evaluating commercial monitoring devices), instructions for three learning experiences (such as constructing monitoring devices which meet given criteria), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. (DB)

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PROJECT CHILD

Ten Kit 9

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Texas Education Agency
Austin, Texas

EC 070 988

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TEN KIT 9

TITLE: Student Monitoring Techniques

APPROXIMATE TIME TO COMPLETE: 20 Hours

MATERIALS TO PURCHASE: Educational Accountability: A Format for Monitoring the Teaching-Learning Process, Educational Innovators Press, Inc., Tucson, 1970.

INTRODUCTION:

In order to monitor school behavior, three things under a teacher's control must be managed. These are

(1) The teacher must specify exactly what the pupil is to do.
(2) The teacher must be able to recognize specified behavior and attempt to record frequency and duration of behavior.
(3) The teacher must change behaviors which do not meet specified criteria through the use of incentives, both intrinsically and extrinsically.

Ten Kit 9 is primarily concerned with monitoring classroom behavior through record keeping and changing behavior when the records indicate that it is needed. Monitoring a child's behavior is a way to let the child and the teacher know the direction of change. A monitoring system helps the pupil to

(1) see progress graphically
(2) see areas where added emphasis is needed
(3) develop a positive feeling about himself

**

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 1

NAME_____ DATE_____

The following questions should be completed with 90 percent accuracy in order to demonstrate proficiency for this objective:

1. Three tasks which must be completed in order for accountability to occur are

2. A performance objective should contain the following six elements:

3. A monitoring system can be used to monitor behavior during the following periods of time:

4. The difference between the planned program and actual program will provide

5. The variables of a monitoring system are usually identified as the following:

6. Generally speaking, a monitoring procedure will have the following three steps:

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TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 1

The student should attain a 90 percent rating on the following questions in order to demonstrate proficiency:

1. Three tasks which must be completed in order for accountability to occur are

   a. Specification of the desired student performance.
   b. Establishment of procedures which will be implemented to bring about the expected student performance.
   c. Publication of a report relating student performance to the implemented instructional program.

2. A performance objective should contain the following six elements:

   a. Who is going to perform the specified behavior.
   b. The behavior that is expected to occur.
   c. The situation in which the behavior will be observed.
   d. How the behavior is going to be measured.
   e. The expected proficiency level.
   f. The time needed to bring about the behavior.

3. A monitoring system format can be used to monitor behavior during the following periods of time:

   a. For each concept taught.
   b. Weekly for a daily program.
   c. For a weekly program.
   d. For all programs.

4. The difference between the planned program and actual program will provide

   Discrepancies that might exist between planned and actual programs.

5. The variables of a monitoring system are usually identified as the following:

   a. Students
   b. Teacher
   c. Administrator
   d. Educational specialist
   e. Family
   f. Organization
   g. Content
   h. Method

6. Generally speaking, a monitoring procedure will have these three steps:

   a. Overall performance objective.
   b. Specify the time interval for monitoring.
   c. Select a person to be responsible for keeping instructor's sheets for each monitoring point.

TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 2

1. Secure from your teacher supervisor sample monitoring sheets for SRA's Reading Laboratory and Reading for Understanding.

2. For each monitoring sheet identify with 100 percent accuracy the three general procedures of monitoring performance by labeling each part on the sample sheets.

TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 2

Sample SRA Monitoring Sheet

POWER BUILDER RECORD PAGE

Power Builder No._____

Power Builder Color___

Date_____

HOW WELL DID YOU READ?

1 2 3 4 5 6 7 8 9 10

How Well Did You Read

Possible Rights_____

Number Right_____

Percentage Right_____

Learn About Words

Possible Rights_____

Number Right_____

Percentage Right_____

Reading Time

Hour Min

Finishing Time____ ____

Starting Time____ ____

Reading Time ____ ____

Comprehension Time

Hour Min

Finishing Time____ ____

Starting Time ____ ____

Comprehension ____ ____

Learn About Words

1	_____	16	_____
2	_____	17	_____
3	_____	18	_____
4	_____	19	_____
5	_____	20	_____
6	_____	21	_____
7	_____	22	_____
8	_____	23	_____
9	_____	24	_____
10	_____	25	_____
11	_____	26	_____
12	_____	27	_____
13	_____	28	_____
14	_____	29	_____
15	_____	30	_____

SKILLS TO WORK ON_____

**

TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 2

Power Builder No.____

Power Builder Color___

Date_____

Sample SRA Monitoring Sheet

POWER BUILDER RECORD PAGE

HOW WELL DID YOU READ?

1 2 3 4 5 6 7 8 9 10

How Well Did You Read

Possible Rights_____

Number Right_____

Percentage Right_____

Learn About Words

Possible Rights_____

Number Right_____

Percentage Right_____

Reading Time

Hour Min

Finishing Time___ ___

Starting Time ___ ___

Reading Time ___ ___

Time

Comprehension Time

Hour Min

Finishing Time___ ___

Starting Time ___ ___

Comprehension ___ ___

Time

Learn About Words

1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

SKILLS TO WORK ON_____

TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 2

WHAT YOU DO

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol: or . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.

2. Look at the chart on the back cover of this Student Record Book, Before you do anything else, use a pencil to blacken the space that matches the number and symbol of the lesson card you have chosen. This chart will be a record of the lessons you have already done.

3. Remember that you are not to make any marks on the lesson cards. Open your record book to the right practice page. Write the number of the step inside the proper symbol. Then write your answer for each of the practice paragraphs. You do not need to hurry. Work carefully and think about each answer.

4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.

5. Count the number of correct answers. Write this number at the bottom of the practice chart.

6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.

7. Find the symbol in the column marked "Lesson" that matches the one on the card you have just read. In the column under the proper symbol, write the number of the step you are working on.

8. Make a check mark on the graph to show how many right answers you had in this lesson. Fill in the bar up to the mark you have made. Each time you practice, record your score in this way.

9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.

10. Tell your teacher when you have worked
    (a) two days on one step with scores of 9 or 10, or
    (b) two days on one step with scores below 6.

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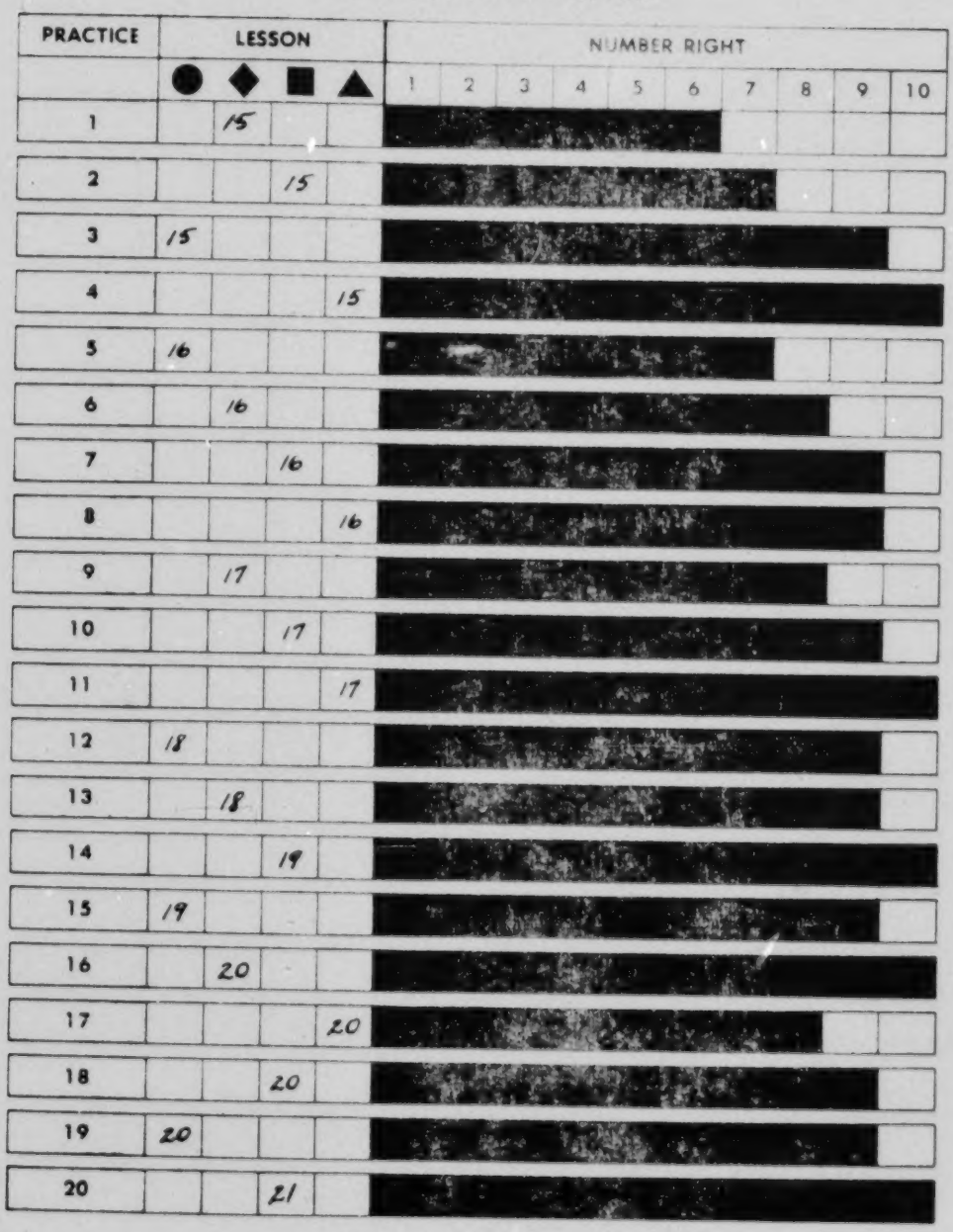
TEN KIT 9, Student Monitoring Techniques, Preassessment, Performance Objective 2

SAMPLE PROGRESS CHART



TEN KIT 9

Student Monitoring Techniques

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PREASSESSMENT

Performance Objective 2

WHAT YOU DO (Objective) (Person)

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol: or . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.

2. Look at the chart on the back cover of this Student Record Book. Before you do anything else, use a pencil to blacken the space that matches the number and symbol of the lesson card you have chosen. This chart will be a record of the lessons you have already done.

3. Remember that you are not to make any marks on the lesson cards. Open your record book to the right practice page. Write the number of the step inside the proper symbol. Then write your answer for each of the practice paragraphs. You do not need to hurry. Work carefully and think about each answer.

4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.

5. Count the number of correct answers. Write this number at the bottom of the practice chart.

6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.

7. Find the symbol in the column marked "Lesson" that matches the one on the card you have just read. In the column under the proper symbol, write the number of the step you are working on.

8. Make a check mark on the graph to show how many right answers you had in this lesson. Fill in the bar up to the mark you have made. Each time you practice, record your score in this way.

9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.

10. Tell your teacher when you have worked
    (a) two days on one step with scores of 9 or 10, or
    (b) two days on one step with scores below 6.

TEN KIT 9, Student Monitoring Techniques, Preassessment, Performance Objective 2

(Summary Sheet)

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SAMPLE PROGRESS CHART

PRACTICE	LESSON				NUMBER RIGHT									
	●	◆	■	▲	1	2	3	4	5	6	7	8	9	10
1		15												
2			15											
3	15													
4				15										
5	16													
6		16												
7			16											
8				16										
9		17												
10			17											
11				17										
12	18													
13		18												
14			19											
15	19													
16		20												
17				20										
18			20											
19	20													
20			21											

TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 3

For each of two of the areas listed below construct a pupil progress monitoring device which reflects each of the three general procedures for monitoring pupil progress:

A. Manual expression
B. Sound blending
C. Verbal expression
D. Visual-motor association
E. Auditory-vocal association
F. Visual sequential memory
G. Grammatic closure
H. Visual closure
I. Auditory closure
J. Auditory reception
K. Visual reception
L. Auditory sequential memory

**

TEN KIT 9

Student Monitoring Techniques

PERFORMANCE OBJECTIVES

Upon completing Ten Kit 9, you will

1. Demonstrate your comprehension of the reasons for using monitoring techniques to assess pupil progress by scoring with at least 90 percent accuracy on a test over the booklet, Educational Accountability: A Format for Monitoring the Teaching-Learning Process.

2. Analyze commercial monitoring devices to determine their adequacy by reviewing two commercial monitoring devices and with 100 percent accuracy identifying in writing the specific ways in which each device provides for the three general procedures of monitoring.

3. Apply your understanding of monitoring procedures by constructing two monitoring devices which meet the criteria specified in Educational Accountability: A Format for Monitoring the Teaching-Learning Process.

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 1

1. Secure from your teacher supervisor a list of questions over the booklet, Educational Accountability: A Format for Monitoring the Teaching-Learning Process.

2. Read the booklet and answer the study questions.

3. When you are prepared for a test over the booklet, complete self evaluation and schedule proficiency assessment.

4. Arrange a critique with your teacher supervisor to discuss any questions you have over this objective.

(Performance Objective 1)

**

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 1

Study Questions

1. Three tasks which must be completed in order for accountability to occur are

2. A performance objective should contain the following six elements:

3. A monitoring system can be used to monitor behavior during the following periods of time:

4. The difference between the planned program and actual program will provide

5. The variables of a monitoring system are usually identified as the following:

6. Generally speaking, a monitoring procedure will have the following three steps:

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 1 — Study Questions

1. Three tasks which must be completed in order for accountability to occur are

   a. Specification of the desired student performance.
   b. Establishment of procedures which will be implemented to bring about the expected student performance.
   c. Publication of a report relating student performance to the implemented instructional program.

2. A performance objective should contain the following six elements:

   a. Who is going to perform the specified behavior.
   b. The behavior that is expected to occur.
   c. The situation in which the behavior will be observed.
   d. How the behavior is going to be measured.
   e. The expected proficiency level.
   f. The time need to bring about the behavior.

3. A monitoring system format can be used to monitor behavior during the following periods of time:

   a. For each concept taught.
   b. Weekly for a daily program.
   c. For a weekly program.
   d. For all programs.

4. The difference between the planned program and actual program will provide

   Discrepancies that might exist between planned and actual programs.

5. The variables of a monitoring system are usually identified as the following:

   a. Students
   b. Teacher
   c. Administrator
   d. Educational specialist
   e. Family
   f. Organization
   g. Content
   h. Method

6. Generally speaking, a monitoring procedure will have these three steps:

   a. Overall performance objective.
   b. Specify the time interval for monitoring.
   c. Select a person to be responsible for keeping instructor's sheets for each monitoring point.

*

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 2

1. According to SRA Reading Laboratory, "the rate of progress and levels of accomplishment are monitored daily". Remove this segment from the SRA Reading Kit and determine if it meets the criteria of a monitoring technique as described in the booklet, Educational Accountability: A Format for Monitoring the Teaching Learning Process. Using the criteria listed below, check each of the four questions as they apply to the SRA Reading Laboratory.

YES	NO		
___	___	a.	The overall objective the student is to accomplish is easy to identify.
___	___	b.	The specific time for the behavior to be monitored is identifiable.
___	___	c.	Persons responsible for the record keeping of monitoring devices are easily identified.
___	___	d.	A summary sheet is available to summarize monitored behavior.

2. Remove the monitoring device from the SRA Reading for Understanding and determine if it meets the criteria listed.

YES	NO		
___	___	a.	The overall objective the student is to accomplish is easy to identify.
___	___	b.	The specific time for the behavior to be monitored is identifiable.
___	___	c.	Persons responsible for the record keeping of monitoring devices are easily identified.
___	___	d.	A summary sheet is available to summarize monitored behavior.

3. Schedule a critique with the teacher supervisor to discuss questions concerning the monitoring device used by SRA.

(Performance Objective 2)

TEN KIT 9

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Student Monitoring Techniques

LEARNING EXPERIENCE 2

1. According to SRA Reading Laboratory, "the rate of progress and levels of accomplishment are monitored daily". Remove this segment from the SRA Reading Kit and determine if it meets the criteria of a monitoring technique as described in the booklet, Educational Accountability: A Format for Monitoring the Teaching-Learning Process. Using the criteria listed below, check each of the four questions as they apply to the SRA Reading Laboratory.

YES	NO		
___	X	a.	The overall objective the student is to accomplish is easy to identify.
X	___	b.	The specific time for the behavior to be monitored is identifiable.
X	___	c.	Persons responsible for the record keeping of monitoring devices are easily identified.
___	X	d.	A summary sheet is available to summarize monitored behavior.

2. Remove the monitoring device from the SRA Reading for Understanding and determine if it meets the criteria listed.

YES	NO		
___	X	a.	The overall objective the student is to accomplish is easy to identify.
X	___	b.	The specific time for the behavior to be monitored is identifiable.
X	___	c.	Persons responsible for the record keeping of monitoring devices are easily identified.
___	X	d.	A summary sheet is available to summarize monitored behavior.

3. Schedule a critique with the teacher supervisor to discuss questions concerning the monitoring device used by SRA.

(Performance Objective 2)

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 2

Sample SRA Monitoring Sheet

POWER BUILDER RECORD PAGE

Power Builder No.____

Power Builder Color___

Date_____

How Well Did You Read

Possible Rights_____

Number Right_____

Percentage Right_____

Learn About Words

Possible Rights_____

Number Right_____

Percentage Right_____

Reading Time

Hour Min

Finishing Time____ ____

Starting Time ____ ____

Reading Time ____ ____

Comprehension Time

Hour Min

Finishing Time____ ____

Starting Time ____ ____

Comprehension ____ ____

HOW WELL DID YOU READ?

1 2 3 4 5 6 7 8 9 10

Learn About Words

1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

SKILLS TO WORK ON_____

_____

**

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 2

Sample SRA Monitoring Sheet

POWER BUILDER RECORD PAGE

Power Builder No.____

Power Builder Color___

Date_____

How Well Did You Pead

Possible Rights_____

Number Right_____

Percentage Right_____

Learn About Words

Possible Rights_____

Number Right_____

Percentage Right_____

Reading Time

Hour Min

Time { Finishing Time___ ___
Starting Time ___ ___
Reading Time ___ ___

Comprehension Time

Hour Min

Time { Finishing Time___ ___
Starting Time ___ ___
Comprehension ___ ___

HOW WELL DID YOU READ?

1 2 3 4 5 6 7 8 9 10

Learn About Words

1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

SKILLS TO WORK ON_____

_____

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 2

WHAT YOU DO

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol: or . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.

2. Look at the chart on the back cover of this Student Record Book. Before you do anything else, use a pencil to blacken the space that matches the number and symbol of the lesson card you have chosen. This chart will be a record of the lessons you have already done.

3. Remember that you are not to make any marks on the lesson cards. Open your record book to the right practice page. Write the number of the step inside the proper symbol. Then write your answer for each of the practice paragraphs. You do not need to hurry. Work carefully and think about each answer.

4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.

5. Count the number of correct answers. Write this number at the bottom of the practice chart.

6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.

7. Find the symbol in the column marked "Lesson" that matches the one on the card you have just read. In the column under the proper symbol, write the number of the step you are working on.

8. Make a check mark on the graph to show how many right answers you had in this lesson. Fill in the bar up to the mark you have made. Each time you practice, record your score in this way.

9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.

10. Tell your teacher when you have worked
    (a) two days on one step with scores of 9 or 10, or
    (b) two days on one step with scores below 6.

TEN KIT 9, Student Monitoring Techniques, Learning Experience 2, Performance Objective 2

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SAMPLE PROGRESS CHART

PRACTICE	LESSON				NUMBER RIGHT									
	●	◆	■	▲	1	2	3	4	5	6	7	8	9	10
1		15												
2			15											
3	15													
4				15										
5	16													
6		16												
7			16											
8				16										
9		17												
10			17											
11				17										
12	18													
13		18												
14			19											
15	19													
16		20												
17				20										
18			20											
19	20													
20			21											

**

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 2

WHAT YOU DO (Objective) (Person)

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol: or . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.

2. Look at the chart on the back cover of this Student Record Book. Before you do anything else, use a pencil to blacken the space that matches the number and symbol of the lesson card you have chosen. This chart will be a record of the lessons you have already done.

3. Remember that you are not to make any marks on the lesson cards. Open your record book to the right practice page. Write the number of the step inside the proper symbol. Then write your answer for each of the practice paragraphs. You do not need to hurry. Work carefully and think about each answer.

4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.

5. Count the number of correct answers. Write this number at the bottom of the practice chart.

6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.

7. Find the symbol in the column marked "Lesson" that matches the one on the card you have just read. In the column under the proper symbol, write the number of the step you are working on.

8. Make a check mark on the graph to show how many right answers you had in this lesson. Fill in the bar up to the mark you have made. Each time you practice, record your score in this way.

9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.

10. Tell your teacher when you have worked
    (a) two days on one step with scores of 9 or 10, or
    (b) two days on one step with scores below 6.

TEN KIT 9, Student Monitoring Techniques, Learning Experience 2, Performance Objective 2

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(Summary Sheet)

SAMPLE PROGRESS CHART

PRACTICE	LESSON ●	LESSON ◆	LESSON ■	LESSON ▲	NUMBER RIGHT 1	2	3	4	5	6	7	8	9	10
1		15												
2			15											
3	15													
4				15										
5	16													
6		16												
7			16											
8				16										
9		17												
10			17											
11				17										
12	18													
13		18												
14			19											
15	19													
16		20												
17				20										
18			20											
19	20													
20			21											

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

1. Secure from the teacher supervisor a sample monitoring technique for (1) word recognition, (2) classroom management of behavior, (3) group attitudes. Study the three examples, underline and label in each example the words, phrase or drawing which meets the criteria of a monitoring device.

2. Construct a monitoring device which would meet the criteria defined in Educational Accountability: A Format for Monitoring the Teaching-Learning Process. You may select two of the following areas to construct monitoring devices for:

a. Manual expression
b. Sound blending
c. Verbal expression
d. Visual-motor association
e. Auditory-vocal association
f. Visual-sequential memory
g. Grammatic closure
h. Visual closure
i. Auditory closure
j. Visual reception
k. Auditory closure
l. Auditory-sequential memory

(Performance Objective 3)

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TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Word Recognition Monitoring Device

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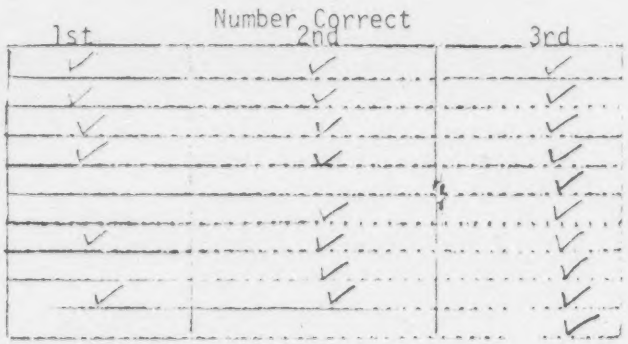
In order to make a monitoring device, one must establish the objective to be monitored. In this example the objective is: Teach a child the ten words on the word list to a 100 percent proficiency. Secondly, a procedure for recording success must be established. Each child will record the number correct on a summary sheet. The summary sheet will be kept by the teacher for the week. These sheets will be incorporated into a monitoring technique for the school year.

1. Use a script in a word recognition film strip and from the script identify ten words you want the child to know.
2. Put the film strip in a controlled reader and establish the number of words the child knows before studying the words. (See column one of number correct.)
3. Teach the child the words which you want him to know.
4. Using the controlled reader, identify additional words learned during the teaching experience. (See column two of number correct.)
5. Go through the teaching process again and evaluate until level of proficiency is reached.

Example: Word Recognition Monitoring Device

Words to be recognized

1. ball
2. through
3. when
4. was
5. block
6. saw
7. black
8. friend
9. house
10. horse



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TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Word Recognition Monitoring Device

(OBJECTIVE) (PERSON) (TIME)

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Example: Word Recognition Monitoring Device

Words to be recognized

		Number Correct		
		1st	2nd	3rd
1.	ball	✓	✓	✓
2.	through	✓	✓	✓
3.	when	✓	✓	✓
4.	was	✓	✓	✓
5.	block			✓
6.	saw		✓	✓
7.	black	✓	✓	✓
8.	friend		✓	✓
9.	house	✓	✓	✓
10.	horse			✓

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Classroom Management of Behavior Monitoring Device

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This monitoring device is designed to point out a number of behaviors of the child in a language disabilities classroom which must continuously be under the scrutiny of the teacher. The behaviors listed are designed to facilitate growth of the child. Only if one is aware of these behaviors and takes an organized and purposeful approach to remediation can behavior be changed. This device helps the teacher to be aware of certain behavior and gives a simple check sheet for maintaining the progress of behavior change. A teacher would use this device as an indication of behavior change during the entire semester.

Classroom Management Monitor

On each of the following, check the student's position. Use the check on the total group as well as specific individuals. Each item on the check sheet is a specific behavioral objective. A check mark at the one would indicate successful completion of the performance and a five would indicate a failure to be successful in performance.

1. Disorganization 1 2 3 4 5
   Objective: Teach the child to establish order and meaning by following simple routines and instructions.

2. Distractibility 1 2 3 4 5
   Objective: Teach the child to concentrate on one specific learning experience by assigning a simple task of short duration.

3. Perseveration 1 2 3 4 5
   Objective: To teach the child to move from one activity to another by preparing the child for a change to be made.

4. Dissociation 1 2 3 4 5
   Objective: To teach the child to use many senses in learning by providing objects with shape, texture, color, size and weight dimensions that differ.

TEN KIT 9, Student Monitoring Techniques, Learning Experience 3, Performance Objective 3

5. Impulsivity 1 2 3 4 5
   Objective: To teach the child to have relevant motor behavior by having child do specific things of his interest and level.

6. Hyperactivity 1 2 3 4 5
   Objective: To teach the child to control motor activity by giving specific instruction on boundaries of work areas and rules of behavior.

7. Overreaction 1 2 3 4 5
   Objective: To teach the child to maintain control of emotion by providing written, oral and expressive experiences to release emotion.

8. Generalization 1 2 3 4 5
   Objective: To teach the child to generalize by providing word and number games which have "part of" and "separate from" aspects of the game.

9. Discouragement 1 2 3 4 5
   Objective: To teach the child positive aspects of himself by giving positive reinforcement constantly on partial and whole successes.

10. Poor Judgment 1 2 3 4 5
    Objective: To teach the child to plan ahead by using stories showing the positive and negative effects of planning.

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TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Classroom Management of Behavior Monitoring Device

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TEN KIT 9, Student Monitoring Techniques, Learning Experience 3, Performance Objective 3

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TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Group Attitude Monitoring Device

Monitoring the attitudes of students toward the teacher and other students gives an indication of the overall feeling in the group. Academic learning is enhanced in an environment in which students and teachers can find within the group a source of satisfaction for their personal needs. If a child feels that the classroom is a friendly place, his productivity will increase. If the classroom is boring and uninteresting, productivity will decrease. It seems apparent then that the teacher should monitor the feeling which children have toward the learning process. Monitoring is the first step in knowing how the child feels, and it provides cues to the teacher which should facilitate changes in classroom attitudes. The monitoring of group attitudes is accomplished by letting the student respond to a series of statements by underlining the one that is true for him. The purpose of this monitoring is to determine how children feel about school, teacher and classmates. In order to do this, a teacher should reproduce the scale with the instructions, go over the instructions with the student and make sure that it is not signed. When this is accomplished, the teacher will tally the underlined phrases to get the child's perception. This can be used at various times during the semester to monitor the change of group attitudes. If a teacher knows how the group feels about a particular aspect, then some corrective action can be taken.

The enclosed example shows that during one semester an attitude has been changed. To start with, on September 1, 1972, one half of the class thought the teacher to be unfair. If a teacher were to know this and take some action to see what caused this feeling, there is a high possibility that this attitude can be changed as seen on December 1, 1972. If the teacher did not know this, change would likely not occur.

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TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Group Attitude Monitoring Device

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TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Group Attitude Scale
(Teacher Record for a Semester)

Draw a line under each sentence which tells about your school, teacher and classmates. You may put a line under all of them. You may put a line under none of them. Do not sign your name.

My school

1. is a warm and friendly place.
2. is a fun place.
3. room is a good place.
4. is a good place to learn.
5. makes learning hard.
6. makes learning fun

My teacher

1. helps me with my work.
2. is friendly.
3. is fair.
4. is not fair.
5. makes me mad.
6. talks too much.
7. is too strict.
8. knows what boys like.
9. knows what girls like.

The boys and girls in my class are

1. friendly.
2. helpful.
3. bad.
4. good.
5. happy.
6. mean.
7. lots of fun.
8. unfriendly.
9. kind.

1 Sept.	1 Oct.	1 Nov.	1 Dec.
15	20	25	28
15	10	5	2

**

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

TEN KIT 9

Student Monitoring Techniques

SELF EVALUATION

Performance Objective 1

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES	NO	
___	___	1. Did you read the booklet as prescribed?
___	___	2. Did you answer the questions with the booklet?
___	___	3. Did you reach 100 percent proficiency without the booklet?
___	___	4. Are you ready for a critique by the teacher supervisor?

TEN KIT 9

Student Monitoring Techniques

SELF EVALUATION

Performance Objective 2

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES	NO	
___	___	1. Did you locate the sheet that SRA Reading Laboratory calls a monitoring technique?
___	___	2. Did you identify the criteria which a monitoring technique should meet in the SRA Reading Laboratory?
___	___	3. Did you label and underline the criteria of a monitoring device on the SRA Reading Laboratory Student Record Book?
___	___	4. Did you locate the sheet that SRA Reading for Understanding calls a monitoring technique?
___	___	5. Did you identify the criteria which a monitoring technique should meet in the SRA Reading for Understanding?
___	___	6. Did you label and underline the criteria of a monitoring device on the SRA Reading for Understanding Student Record Book?

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TEN KIT 9

Student Monitoring Techniques

SELF EVALUATION

Performance Objective 3

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES	NO		
___	___	1.	Did you secure from the teacher supervisor the three examples of monitoring devices?
___	___	2.	Did you label and underline the criteria which a monitoring device should have in each of the three examples?
___	___	3.	Did you construct two monitoring techniques?
___	___	4.	Are the criteria for a good monitoring device labeled and underlined in the two monitoring techniques you constructed?

**

PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 9

Student Monitoring Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1

NAME_____ DATE_____

The following questions should be completed with 90 percent accuracy in order to demonstrate proficiency for this objective:

1. Three tasks which must be completed in order for accountability to occur are

2. A performance objective should contain the following six elements:

3. A monitoring system can be used to monitor behavior during the following periods of time:

4. The difference between the planned program and actual program will provide

5. The variables of a monitoring system are usually identified as the following:

6. Generally speaking, a monitoring procedure will have the following three steps:

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TEN KIT 9

Student Monitoring Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1

The student should attain a 90 percent rating on the following questions in order to demonstrate proficiency:

1. Three tasks which must be completed in order for accountability to occur are

   a. Specification of the desired student performance.
   b. Establishment of procedures which will be implemented to bring about the expected student performance.
   c. Publication of a report relating student performance to the implemented instructional program.

2. A performance objective should contain the following six elements:

   a. Who is going to perform the specified behavior.
   b. The behavior that is expected to occur.
   c. The situation in which the behavior will be observed.
   d. How the behavior is going to be measured.
   e. The expected proficiency level.
   f. The time needed to bring about the behavior.

3. A monitoring system format can be used to monitor behavior during the following periods of time:

   a. For each concept taught.
   b. Weekly for a daily program.
   c. For a weekly program.
   d. For all programs.

4. The difference between the planned program and actual program will provide

   Discrepancies that might exist between planned and actual programs.

5. The variables of a monitoring system are usually identified as the following:

   a. Students
   b. Teacher
   c. Administrator
   d. Educational specialist
   e. Family
   f. Organization
   g. Content
   h. Method

6. Generally speaking, a monitoring procedure will have these three steps:

   a. Overall performance objective.
   b. Specify the time interval for monitoring.
   c. Select a person to be responsible for keeping instructor's sheets for each monitoring point.

TEN KIT 9

Student Monitoring Techniques

PROFICIENCY ASSESSMENT

Performance Objective 2

1. Proficiency for this objective will be determined by the student's performance on Learning Experience 2.

2. The student should present his completed work for this learning experience to his teacher supervisor.

3. Proficiency requires 100 percent accuracy.

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TEN KIT 9

Student Monitoring Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3

1. The monitoring devices constructed by the student for Learning Experience 3 will be used to determine proficiency for this objective.

2. The student should present these monitoring devices to his teacher supervisor for evaluation.

3. Proficiency requires that each device include all the elements recommended for monitoring devices in the Educational Accountability booklet.